

Activating Your Program's Strategy and Evaluation

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Today's Session

- Purpose
 - We'll focus on a technique a manager can utilize to bring focus to the initiatives within their organization.
- What We'll Cover
 - A 9-step model that will aid in making your strategy and evaluation efforts more effective

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Today's Session

- How We'll Cover Things
 - Presentation
 - Discussion via Voice and Text Chat
 - Use of web documents outside of Adobe Connect
 - Collaborative whiteboarding

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Introductions



Diane
Jackson
Facilitator

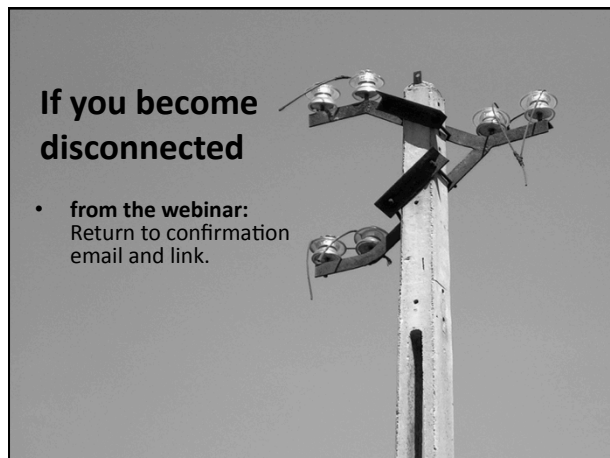
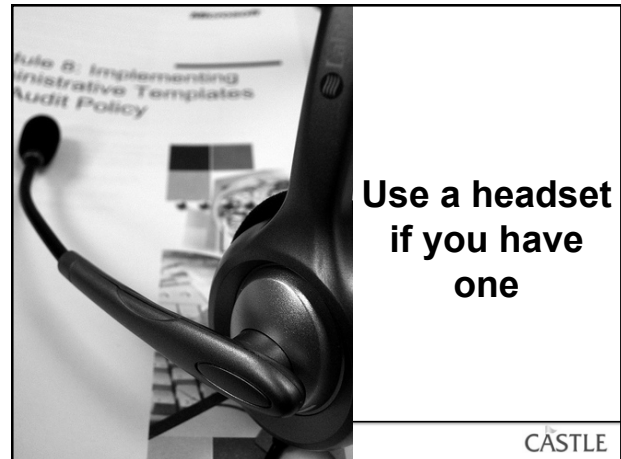
Introduce
yourself


John Nash
Instructor

Use the **Chat Box** and type your name, title and organization

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Enjoy, participate!

Be prepared to be called on by name.

Use the “Raise Hand” icon for immediate questions or comments



Write comments or questions in the “Chat” window.

Tools for today:

- Chat
- Voice
- Pointer Tool
- Text Tool

Activities

- Introduce ourselves
 - Assign a few roles
- Provide you a framework for linking what you want to do with what you can do
 - Explain the important parts of a clear strategy and evaluation
- Coach you in building your own plan.

Agenda

- Part 1
 - Introductions
 - Context of today's techniques in comparison to large, organizational strategic planning
 - Rationale for focusing on return-based strategy
 - Step-by-step overview of the framework
- Part 2
 - Practice and Coaching
 - Review of plans
 - Conclusions and Evaluation

Introductions

- Name
- Organization
- What do you hope to take away from this workshop today?

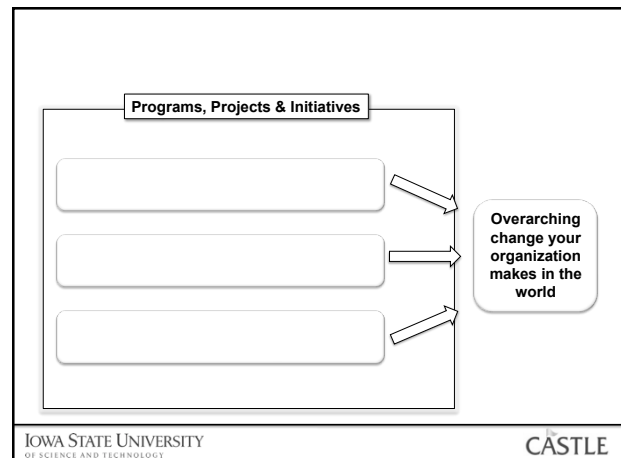
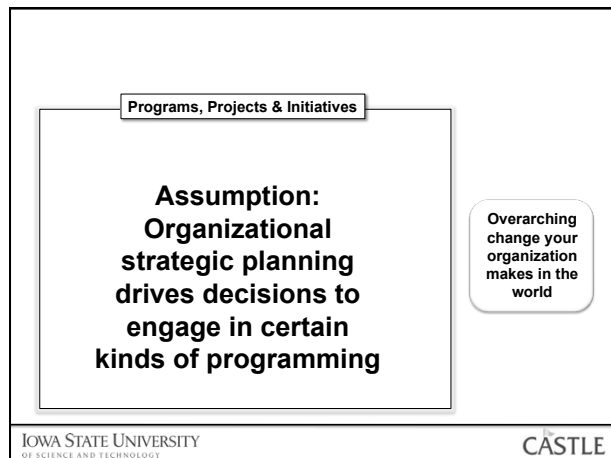
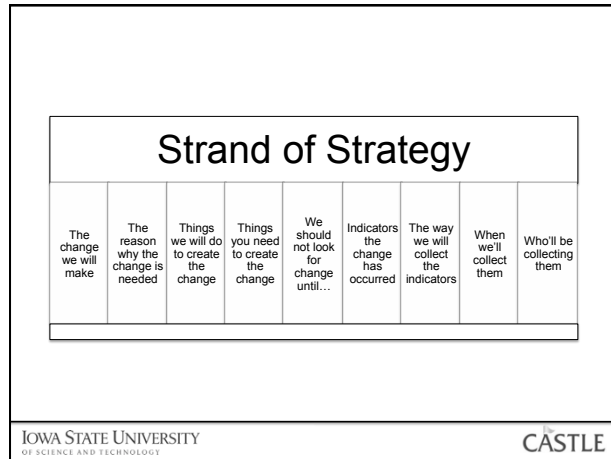
Volunteers

- We need
 - 3 note takers on a Google doc
 - Link will be posted in the chat window
 - Twitterers
 - Use the hashtag #techleader
 - My twitter ID is @jnash
 - Follow along via the link in the chat window

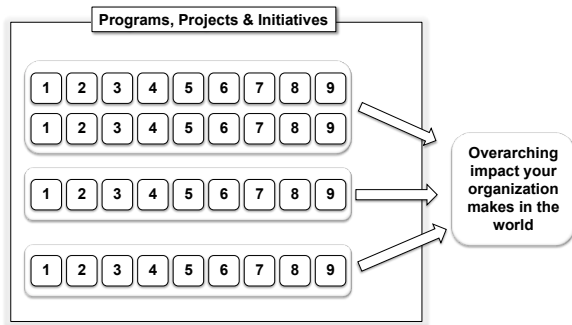
“R” in ROI

To Optimize Your Return

- One should think in terms of “change” and not in terms of “do”
 - Identifying change
 - Implementing for change
 - Confirming change
- The notion of “balance” in planning programs.
- Planning within a “strand” is important



Strands of strategy



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Rationale

- The more concrete and verifiable you are able to articulate your program; the more likely you are to be able to
 - adjust it when things go askew
 - indicate to others whether your program is working

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Process outcomes:

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**Define realistic
expectations for results**

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Identify beneficiaries

**Design programming to meet
student needs**

**Supports your needs to
monitor progress using
appropriate indicators**

**Communicate to others what
your programmatic
expectations are**

**Invite collaboration in
and constructive
criticism of your plans**

Today...

Try

- Strategy and evaluation are "wicked problems"
- One must try to solve the problem in order to understand it.
- One must share their experience to develop.

**One should think in
terms of "change" and
not in terms of "do"**

Identifying change
Implementing for change
Confirming change

The notion of “balance” in planning programs.

Why planning within a “strand” is important

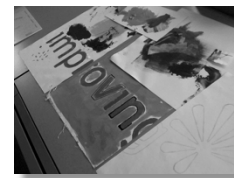
Step 1 of a “strand”

State the change you will make via your project or initiative.

Change statements indicating a **movement from A to B.**

They indicate a **change** or an **improvement...**

...or an **increase** or **decrease.**



The Change We Will Make

- Express the exact change you intend to make.
- Be SMART
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time-based

Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------

Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------



Not vague. Others “get it” immediately
No “and.” No “or.” No “also.”
No “so that...”

Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------



Worded in a way that you can sense an
increase or decrease is sought.
Expressed as a change!

Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------

↑

It's something you can really attain.
Feasible within a fiscal year or less.

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------

↑

**It's realistic given your mandate,
reach and resources**

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
----------	------------	------------	-----------	------------

↑

**You know the time period needed to
reach the goal.**
Will not drag on forever.

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Let's practice

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Help troubleshoot this change statement

We will offer 10 workshops for our teachers

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Here's the next one

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Help troubleshoot this change statement

Conduct a parent outreach project to create a positive school image brand and highlight positive feelings

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Example

**Step 1:
The change we will make**

By the end of 2010-2011 school year, 100% of the instructional units designed by the Technology Advisory Group will meet the quality criteria of the Digital Learning Design Rubric.

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Step 2 of a “strand”

**State the the reason why
the change is needed.**

2. The Reason Why Change is Needed

- Fill in why you believe a specific change is important.
- Why do this?
 - You have to know at all times why you are engaging in the work you’re doing
 - Create support, internally and externally, for the projects in the organization
 - To ensure the work is consistent with your mission

Example of 1 & 2 in Context

Step 1: The change we will make	Step 2: The reason why the change is needed
By the end of 2010-2011 school year, 100% of the instructional units designed by the Technology Advisory Group will meet the quality criteria of the Digital Learning Design Rubric.	Currently, quality units and lessons that lacking. We need to produce more sample units that promote 21st century thinking through the use of digital and other tools. Developing early adopters and teacher leaders will pave way for large scale change.

Step 3 of a “strand”

**State the the things you will do
to create the change.**

3. Things You Will Do

- Most people start here.
- Indicating what you will do is important, but it should not be the first step in a plan.
- Make sure you have “balance” in your activities

3. Things You Will Do

Why is it risky to begin any plan with what you'll do rather than what you'll change?

3. Things You Will Do

Step 3: Things We Will Do

Establish Tech Advisory PD
schedule and content

Convene stakeholders on
what professional
development should look like

Clearly define success
criteria

Step 4 of a “strand”

**State the the things you need
to create the change.**

4. Things We Need to Make the Change

- Make fair estimates of staff and supplies needed for the activities described in column three.

Step 4: The things we need to make the change
Technical support (Digital-age learning coach)
Sample video units and/or written units
Collaboration opportunities
Venue for meetings
Etc.

The concept of
balance applies
here as well!

All of these must
be in service to
"the change"

Step 5 of a "strand"

We will should not look
for change until...

Step 5 of a "strand"

Ask yourself:

**What data is needed at what
level to know you're ready to
say "let's see if this worked."?**

Step 6 of a "strand"

**Indicators that the
change has occurred**

Step 6 of a “strand”

“what do I need to see or hear to know the change has occurred?”

Indicators of Success

- Documented evidence
- Something you need to **see** or **hear** to convince others a goal has been reached



Indicator Examples

Step 6: Indicators the change has occurred
Increased percent of units meeting the preset quality criteria.

Step 7 of a “strand”

The way we will collect the indicators

How you'll collect indicators

- Survey
- Focus Group
- An agreed-upon metric
 - Counts
 - Rates
 - Existence of something new



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Step 7 of a “strand”

- What method will you use?
 - Face to face survey
 - Paper based survey
 - Web based survey
 - Telephone survey
 - Face to face interview
 - Telephone interview
 - Focus groups
 - Document review
 - Observations
 - Activity Logs/Skill Sheets
 - Tests
- What sources will you draw from?
 - Participants
 - Parents or relatives of participants
 - Others impacted (specify as many as necessary)

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Step 8 of a “strand”

**When we'll collect
our indicators**

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Step 8 of a “strand”

- How soon do you need information?
- To what extent are your outcomes “phased.”
- Do you have a “ladder” of outcomes?
- What can you collect on your own, and what will you need help with?

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Step 9 of a “strand”

Who will collect the indicators?

Step 9 of a “strand”

Who will collect the indicators?

Strand of Strategy

The change we will make	The reason why the change is needed	Things we will do to create the change	Things you need to create the change	We should not look for change until...	Indicators the change has occurred	The way we will collect the indicators	When we'll collect them	Who'll be collecting them

Questions? Comments?





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John is on Twitter
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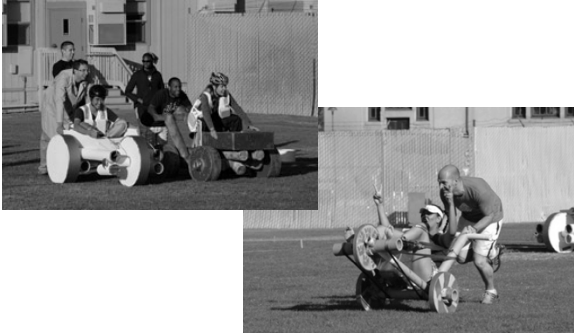
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Peer feedback

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Paper Bike Contest



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Feedback process

- Work within the Google document
- Use the comment areas provided
- Assignments
 - To be announced

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- Like
- Like
- Wish

I like that _____.

I like that _____.

I wish that _____.

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Strand of Strategy

The change we will make	The reason why the change is needed	Things we will do to create the change	Things you need to create the change	We should not look for change until...	Indicators the change has occurred	The way we will collect the indicators	When we'll collect them	Who'll be collecting them
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